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Starting with the End in Mind: Using Student Learning Outcomes to Drive Information Literacy Instruction

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Starting with the End in Mind: Using Student Learning Outcomes to Drive Information Literacy Instruction

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Workshop Learning Outcomes

At the end of this workshop participants will be able to:

- Identify learning outcomes for an IL instruction session *in order to* improve teaching and student learning
- Utilize learning outcomes *in order to* prioritize instructional content
- Analyze learning outcomes *in order to* assist with assessment efforts



What process do you use to....

- Prioritize the content you teach in a library instruction session?
- Structure the session to ensure that students are learning what they need to know?



Workshop Learning Outcome #1

Identify learning outcomes for an IL instruction session *in order to* improve teaching and student learning



“Learning outcomes are specific, measurable objectives that describe what an individual will learn and be able to do as a result of a lesson or program.”

from A faculty Guide to Creating Learning Outcomes



Learning Objective

During this library session students will be introduced to the library's resources and services.

Students will be able to...

Learning Outcome

During this library session students will select a topic and develop three questions **in order to** construct a thesis statement.

Student will be able to...

Select a topic

Develop three questions

Construct a thesis statement



Shift the Paradigm



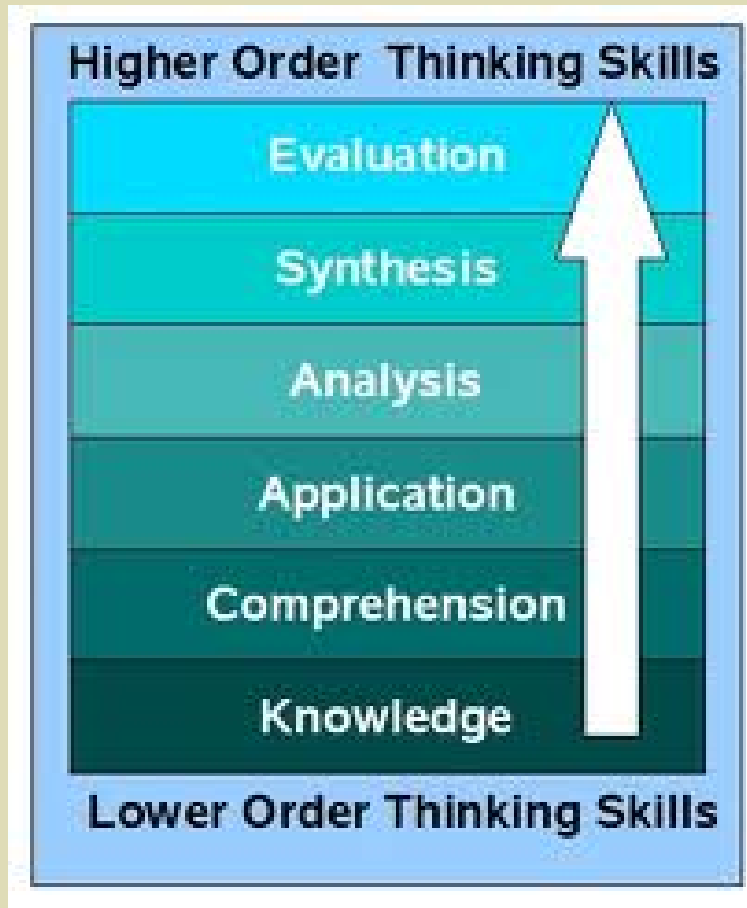
- Begin with the end in mind
- Work backwards
- Ask the question “*What do you want students to be able to do?*”



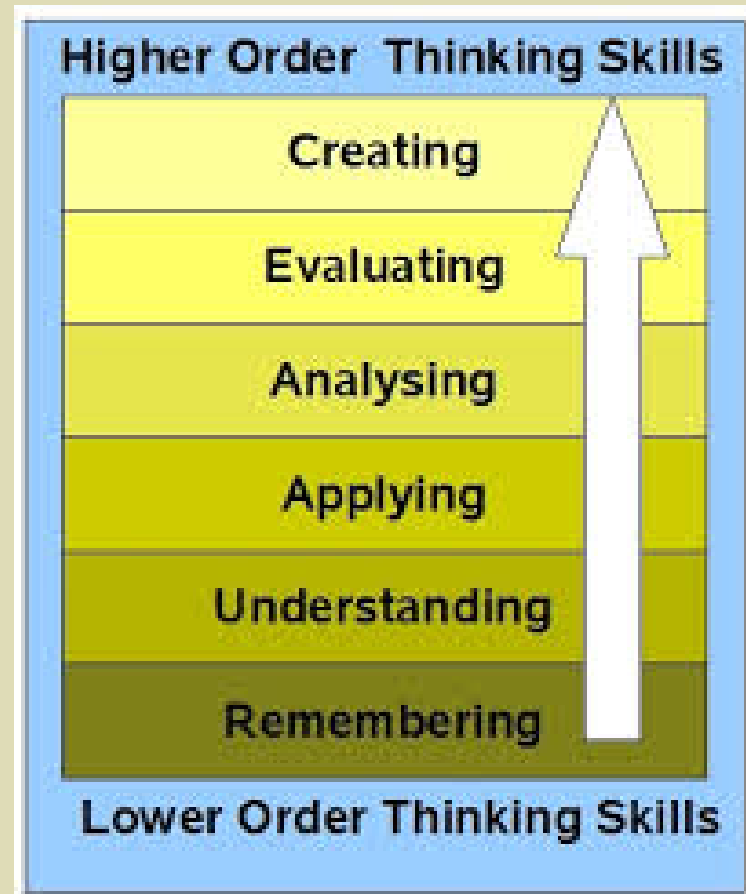
Characteristics of Effective Learning Outcomes

- Express what students *will be able* to know or do
- Are measurable, detailed, and specific
- Are clear to students, faculty and librarians
- Address content and skills
- Include **action verbs**
- Useful for all levels of instruction and applicable in a variety of contexts

Bloom's Taxonomy



Bloom's Revised Taxonomy





Formula for Writing Learning Outcomes

The student will active verb *in order to* Outcome

What the student will do >>>> student learning achieved

Workshop Learning Outcome #2

Utilize learning outcomes *in order*
to prioritize instructional content



5 Questions for Assessment Design

1. What do I want the student to be able to do?
(outcome)
2. What does the student need to know to do this well? (curriculum)
3. What activity will facilitate the learning?
(pedagogy)
4. How will the student demonstrate the learning?(assessment)
5. How will I know the student has done this well? (criteria)



Theory into Practice (25 minutes)

- Create a library instruction scenario (i.e. research methods, orientation, etc.).
- Decide on the instructional content for your scenario (outline what you are going to teach).
- Complete the 5 Questions for Assessment Design worksheet.
- Identify **two** learning outcomes for your library instruction scenario.



Workshop Learning Outcome #3

Analyze learning outcomes *in order*
to assist with assessment efforts



Assessment Tools

Student worksheets

Rubrics

In class exercises

Pre/Post tests

Grading assignments

Quizzes/Surveys

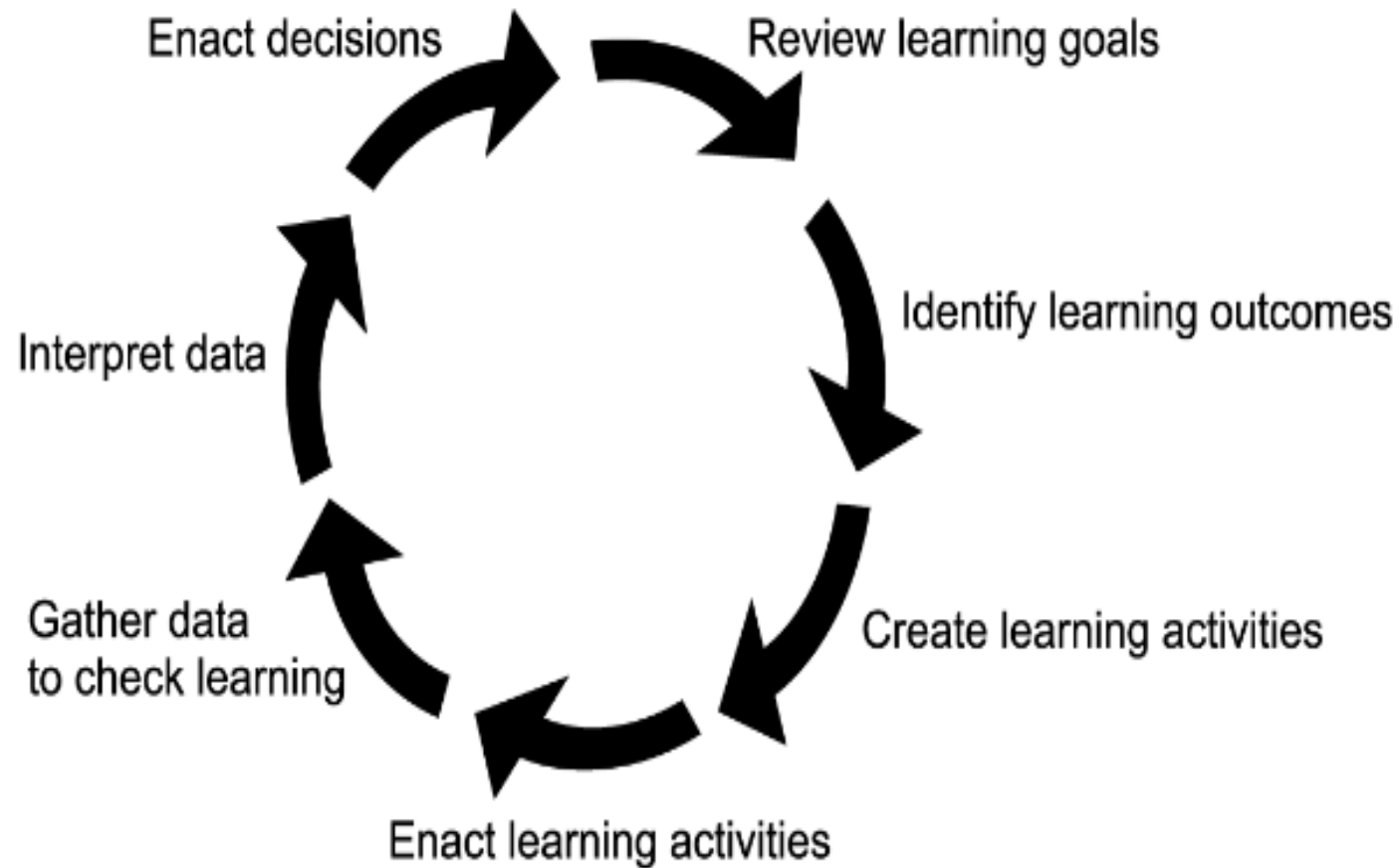




Why Learning Outcomes Assessment?

- Know ***what*** you are doing.
- Know ***why*** you are doing it.
- Know what students are ***learning*** as a result.
- Enact ***change*** based on the information.

IL Instruction Assessment Cycle



Oakleaf, M. (2009). The information literacy instruction assessment cycle: A guide for increasing student learning and improving librarian instructional skills. *Journal of Documentation*, 65(4), 539-60.

Questions/ Comments



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